



RAISING THE ACHIEVEMENT BAR IN CALIFORNIA CLASSROOMS

BEFORE STANDARDS & ACCOUNTABILITY...

- For many years, parents couldn't tell how their children's schools measured up.
- Public confidence in schools was low.
- California schools were ranked low, and students performed poorly on national tests.
- Expectations of schools ranged from minimal to very high.

WITH STANDARDS, & ACCOUNTABILITY...

- Tremendous progress has been made to ensure that every student has access to standards-based books and instruction, that every teacher is trained in the standards, extra assistance is offered to help students meet high standards, and that tests measure student progress toward achieving those standards.
- Teacher Training: \$745 million
- Texts/Instructional materials: \$3.2 billion
- Assistance to Low Performing schools: \$786 million

1997 California's Academic Content Standards in math and English language arts adopted by State Board of Education

1998 California begins first year of statewide STAR (SAT9 only) testing. State Board adopts science, history/social science standards, and curriculum frameworks in math and reading language arts.

CALIFORNIA'S ACADEMIC MILESTONES, HIGHLIGHTS OF THE DAVIS ADMINISTRATION...

1999

ACCOUNTABILITY: Governor Gray Davis calls a special legislative session to establish landmark statewide Public School Accountability Act (PSAA), creating a comprehensive system of public reporting on school achievement. The Act launches California's first system for measuring school improvement year-to-year, comparing schools on the basis of student academic achievement, rewarding achievement growth and intervening with assistance and sanctions at low-performing schools.

STANDARDS & ASSESSMENT: Second year of SAT9 basic skills testing; results used to formulate Academic Performance Index rankings. First year that California Standards Test (CST) is given to grades 2-11 in English language arts and mathematics.

ASSISTANCE: Comprehensive web of programs established or increased to help schools achieve high standards, including: teacher intensive training in the standards, multi-million dollar funding for districts to purchase standards-based texts and materials, reading and algebra academies, and remedial instruction for 1.2 million students per year struggling in core subjects.

2000

ACCOUNTABILITY: For the first time, parents see school improvement measured by the API statewide and similar school rankings. **STANDARDS & ASSESSMENT:** Third year of SAT9 testing and second year of CST, increases in SAT9 test results in all grade levels.

ASSISTANCE: Major program expansions to help students meet higher standards – including a ten-fold increase in standards-based teacher training in math, reading, and English language development; increased funding for remedial instruction; and initiative passed to offer intensive instruction for 600,000 English learners. Second year of assistance grants to low performing schools awarded.

2001

STANDARDS & ASSESSMENT: State Board of Education adopts California standards-aligned materials in mathematics. Local districts begin adoption. STAR program is streamlined to place greater emphasis on standards-based tests, while retaining a test that allows comparison with student achievement nationally. First year CST in English language arts is reported by student proficiency levels – from “below basic” to “proficient,” with results folded into Academic Performance Index. First year CST's given in science and history/social science. Essay writing test added for grades 4 and 7.

ASSISTANCE: Governor Davis signs into law an expansion of university-level California standards based professional development to train 225,000 K-12 teachers, 22,000 instructional aides and 15,000 K-12 principals over next three to five years. Participating districts required to provide students with standards-based materials.

2002

ACCOUNTABILITY: For the first time, persistently low performing schools in intervention and assistance program face sanctions. **STANDARDS & ASSESSMENT:** State Board of Education adopts standards-aligned materials in English language arts and English language development. Districts work to place texts into classrooms.

For the first time, student proficiency levels will be reported statewide on CSTs in math, history/social science and science. **ASSISTANCE:** Training of teachers, principals and instructional aides launched. Targeted school assistance grants of \$400 per student linked to accountability go to lowest performing schools.